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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorial

Death of Dr. Frank D. Boynton

WE HAVE stopped the press to say that the Journal of Education, the City of Ithaca, and educators everywhere are shocked at the announcement of the death of Superintendent Frank D. Boynton of Ithaca, in an automobile accident at Bay Shore, Long Island, Tuesday afternoon, June 17.

New York City Schools

THE school system of New York City is so vast that appreciation of the achievements is impossible.

The vision of the Board of Education and Board of Superintendents is wonderful. The personality of the principals, the skill of the supervisors, the devotion of the teachers is little short of miraculous.

While not every one of these in the city school service can be worthy this high commendation there are as wise administrators, as brilliant principals, as noble teachers as can be found anywhere in the United States.

Since our aim in life, personally and professionally, is to discover the good in everything and everybody, we are constantly amazed at what we discover in the schools of the second largest city in the world.

The cause of this enthusiastic appreciation is our astonishment at the high professional idealism of Eugene A. Nifenecher's "Bureau of References, Research, and Statistics." The four latest issues of this Bureau, under the supervisory leadership of Dr. Gustave Straubenmuller, are unsurpassed by any University service we have ever seen.

Famous Phonograph Record

OWEN D. YOUNG, international economist, plans to raise $800,000 for a dormitory for Lawrence University, Canton, N.Y., from which he was graduated.

He has sent to every alumnus an unbreakable

phonograph record of his personal appeal for funds for that dormitory.

Whenever and wherever this record comes to an alumnus there is a community interest almost as intense and universal as the arrival of Babe Ruth in a hotel.

Mr. Young is now the most famous of the alumni, and a personal address by him is an irresistible appeal.

Virginia of Minnesota

VIRGINIA, Iron Range, St. Louis County, Minnesota, is one of the high spots in education in the United States. We have never known any high school to attain and maintain state leadership in a greater variety of contests than has Virginia of Minnesota, an industrial city of 15,000 population. We called attention last year to the range of state championships.

This year a high school girl won three distinctions in typewriting; in each case she made the highest record ever made in the state. A high school boy won the silver medal in the state declamatory contest.

And the basketball team won the state championship, playing the final game with team of the largest State Teachers College in the state.

From the lowest grade to the graduating class in the Junior College, the work is of a championship spirit.

Riverbank Lodge

THERE is nothing comparable to the Riverbank Lodge of Massachusetts, fifteen miles southwest of Boston, owned and maintained by the teachers of the state as a luxurious professional country club.

Four years ago four acres of land and a full equipment of buildings, once an attractive estate, but long neglected, were given to the teachers of Massachusetts.

Today everything is in prime condition. All buildings are in perfect repair, house, sheds, and carriage house-garage immaculately white, and the barn and cow sheds in traditional red.

Wonderful trees are trimmed and cared for; lawns are groomed to a finish, and gardens are in full yielding condition.

There is no hotel more up-to-minute in water, heat, and light systems, private baths, kitchen and dining appointments, than is the Riverbank Lodge.

There is no modern club more complete in every provision for luxurious comfort, summer and winter, than is Riverbank Lodge.

The four acres were expanded to twelve acres two years ago, and last year a hundred acres more were purchased.

The teachers of Massachusetts have heartily responded to every call for the means to modernize to the limit every feature of this wonderful recreation centre.

The lovely river from whose bank it gets its name is attractive for canoeing and fishing. The latest hundred acres are tempting hunting and trapping grounds for small game, while everywhere is provision for a variety of sports.

Today the teachers of Massachusetts own in their own right this elegant valuable plant without a dollar debt and have a bank account that assures maintenance and continued development.

There are 1,300 retired teachers in the state enjoying the comfort of pensions, and on June 14 Riverbank Lodge gave an ideal reception to "retired teachers." The day was perfect, and refreshing refreshments, "open house," and the lawn in the shade of marvelous trees made the day a glorious success.

Omaha Municipal University

OMAHA is to have a Municipal University, absorbing the University of Omaha. The city has voted a mill tax annually which will produce upward of a third of a million dollars as a starter, increasing as the taxables increase.

There are at present about 1,300 high school graduates in Omaha prepared for the university each year.

The city Board of Education has already named a Board of Regents. The buildings and site of the University of Omaha will ultimately be sold, and a new site and modern buildings and equipment provided.

Omaha is sure to have a university that will meet every desire of the city for the modern education equipment of the youths of the city.

This signifies more to us than to any one else whom we know, outside of Nebraska. Fifty-five years ago the business men of the city gave a banquet to the editorial excursionists en route to California, and the vision which our hosts portrayed seemed absurd to us then, but the Omaha of today was not dreamed of by the most extravagant booster of 1875.

William B. Ittner, LL.D.

THE University of Missouri honored itself when at the recent commencement it conferred the honorary degree of Doctor of Laws upon William B. Ittner of St. Louis, and Frank Pierrepont Graves, State Commissioner of Education of New York.

It was an especial honor, for it has not been customary to give high academic recognition to an artist in the designing of school buildings, which has become a real art in these days when the artistic design is in evidence all through the building and not in exterior grandeur alone.

School building architecture today is genuinely

specialized so that it requires devotion to this specialty to produce a first-class school building.

Fifty Years of Publishing

HOUGHTON MIFFLIN COMPANY opened offices at 4 Park street, Boston, in 1880, and its Educational Department came into existence with the new firm, which had all the books of Lowell, Longfellow, Whittier, Emerson, Holmes, Hawthorne, Thoreau and Harriet Beecher Stowe.

Never has any American publishing house had such a monopoly of famous authors as came to Houghton Mifflin Company at its birth fifty years ago.

Though the distinctive Educational Department fifty years ago had only sixteen books, two of these were already famous, Charles F. Richardson's "American Literature" and Warren Colburn's "Intellectual Arithmetic."

In two years the Riverside Literature series was issued. This series reached a sale of a million copies a year.

Until 1905 Henry N. Wheeler was the manager of the Education Department. Upon his death at the end of the quarter of a century, James Duncan Phillips and Stephen B. Davol succeeded to the management. In 1906 Franklin S. Hoyt, assistant superintendent of Indianapolis, became editor of the Education Department, and the modernizing of its list was inaugurated. Since then the business of the department has increased ten-fold and the sale of school books is greater than all other departments of the business.

Mr. Hoyt's achievement in professional service has resulted in an increasing volume of sales. He seeks advice of leaders in every phase of education from every section of the country, but he dominates energetically and comprehensively every feature of editorial activity from the latest innovation in classroom procedure to the most discriminating professionalism and highest standardization of college texts.

Boyer's Atlantic City

CHARLES A. BOYER, superintendent, Atlantic City, has had high appreciation by the city Board of Education in recognition of forty years in the city school system, thirty-seven as city superintendent.

The Board of Education sponsored a banquet in which 740 persons participated in recognition of the fact that his "indefatigable labors, his unselfish devotion, his enthusiastic endeavor on behalf of the school system have borne fruit."

In response, Mr. Boyer said that in forty years the high school has grown from two teachers and sixty-five pupils to 105 teachers and 2,357 pupils. "Looking back over forty years the greatest pleasure has been facing the problem of each day and solving it in such a way that the problem of tomorrow might be less difficult. Work has been an enjoyment instead of a burden. It has been enjoyable because it has been supported by a host of friends always willing to do their part."

National Council of Education

PRESIDENT H. L. SMITH of the National Council of Education is planning restoring the Council to the rank in leadership which it had in early days when it was the first organization that attempted to discriminate personal professional devotion. Now there are many organizations each claiming high distinction for the rank of its members in some line of professional eminence.

President Smith plans a Columbus program and a Council dinner in the interest of his aspiration for the future of the Council.

Of the present membership New York has 19, Washington 15, Pennsylvania 12, Illinois and Massachusetts 9 each, California 7, Maryland and Indiana 6 each, Michigan 5, Virginia and Ohio 4 each.

Pringle and Butterfield

A THIRD of a century ago James N. Pringle and Ernest W. Butterfield were classmates at Dartmouth College. Thirteen years ago Butterfield became State Commissioner of Education, New Hampshire. The next year Pringle became Deputy State Commissioner of Education of New Hampshire. In 1930 Butterfield is elected State Commissioner of Education of Connecticut, and Pringle succeeds him as State Commissioner of Education of New Hampshire. In a fairly long experience in observation of comradeship we have known nothing quite comparable to this.

From 1897 to 1918 Mr. Pringle had been superintendent of Sharon, Massachusetts, and East Jaffrey, New Hampshire.

James E. West's Vision

JAMES E. WEST, Chief Scout executive, 2 Park Avenue, New York City, has had an ever expanding vision during the quarter of a century that we have been interested in his devotion to civilization, but never has his vision had as heroic a challenge as at present when he expects ten million dollars contributed before next New Year's day.

We shall lose faith in the consecration of men and women of today if James E. West's glorious devotion to the youth of America cannot be realized.

E. S. Harkness will give the last million, and Mr. West reported at the recent annual meeting he has $3,122,810 already. It is an inspiration to know a man with such faith in the men and women of today.

Belding's Page

SCHOLARSHIP OR LOAN?

THE poor boy of exceptional mental ability has often been the beneficiary of financial aid. For him the scholarship funds of colleges have been created by persons of means and vision, desirous of helping ambitious youths over obstacles; desirous, too, of making sure that divinely given talents are not wasted but are somehow turned to good account for society's sake.

With the increase of college enrollments has come a demand for more and more scholarships. To meet part of this demand loan funds have been set up.

Although some of these funds have been successfully operated over a term of years, with students faithfully making the required repayments, the ledgers of the treasurers do not tell the stories of hardships encountered in the critical post-college years by individual borrowers. In the cases of girls, especially, these are apt to be serious and sometimes embittering.

Few young persons have ever been spoiled by outright gifts toward their education from scholarship endowments. There has been a tendency of late years to disparage such arrangements for equalizing the opportunities of the deserving student, poor in purse, but rich in brains. Student loan funds, while useful in many instances, can never supplant the usefulness of the other type of assistance.

RESIDENT FLEDGLINGS

SUPERINTENDENTS and principals are often under pressure at this season of the year to hire inexperienced teachers who are residents of the local community. Parents who are citizens and taxpayers cannot see why their daughters, just graduated from normal school or college, are not eagerly taken by the school executives of the home town.

One trouble is that things do not run too smoothly for the young teacher in her first year, as a rule, and it is better for the teacher herself to try her wings at a remote spot for a year or two than to do this where she is known and hopes to be employed permanently.

From the standpoint of the school it is far better not to become involved in the try-out of a fledgling teacher who is also a resident. If the teacher fails hopelessly in her first year, much pain and difficulty may be incurred in getting her off the payroll. Families that have or can secure political influence are sure to exert it strongly in such a matter. It is a wise superintendent who gets his school board to enact a rule against engaging local residents for teaching jobs before their abilities have been demonstrated.

VICARIOUS LEARNING

BETWEEN an honor system of allowing students to take examinations without a teacher in the room and the "dishonor system" of requiring every test-taker to present an identification card at the door, there is indeed a wide disparity.

It is at Long Island University that the latter plan has been adopted. The student entering the examination room must prove, by a card bearing his name and photograph, that he is the person he purports to be. The object is to thwart the professional test-taker and, even more, the student for whom he is acting as substitute.

Many of our universities have grown so large in enrollment that students have ceased to be individual entities, known to their instructors, and have become seatholders. Unless the tickets are made non-transferable, like passports, there are students who will hire or bribe others to occupy the seats of learning in their stead. 'Tis a wicked substitution, surely. Only the wealthy and those who need money are likely to take part in these barters.

Vicarious learning is an unholy by-product of mass education. The identification photograph is one effective way of combating the evil. Yet the best way is for instructors to know their students personally and to be on hand to check over the ones who take their tests.

Student passports, bursars' cards and similar pieces of pasteboard, carried constantly by students for presentation whenever called for, are almost an essential part of administrative technique in the larger institutions, and are of especial value at the beginning of a term, before instructors have had time to become acquainted with their classes.

Anson W. Belding

Associate Editor.

Training for Local Industries

By E. P. CARR

Superintendent, Marlborough, Mass.

FOR a number of years the student of education has been aware of the growing demand that the schools cease to confine their energies to the academic courses. Increased college entrance requirements have called for an improved quality of instruction in the high school, but we are not allowed to content ourselves with that. The commercial course has demanded and secured a place in the curriculum side by side with the so-called cultural studies, and the industrially-minded pupil calls for recognition. He reminds us that high I.Q.'s may be found among his ranks, and points to the fact that culture is almost as frequently found in overalls as in a white collar.

We are reminded that the work of the schools is no longer limited to those under twenty-one. The progressive school system provides opportunities for the adult to continue his preparation for life, or make new adjustments.

In keeping with these important changes the Marlborough, Massachusetts, schools have improved the quality of instruction for the professions, and take pride in the fact that of the hundreds who have been certified by the high school for admission to college or normal school, no one has been rejected because of poor preparation. The commercial course has long since ceased to be a collection of snap studies, and the recently organized practical arts course is taking rank with the others.

The pupil under sixteen who through necessity or poor counsel deprives himself of the advantages of the regular school must attend the continuation school four hours a week. In establishing this school the Marlborough school authorities sought the co-operation of the manufacturers and other employers. There was always a readiness to suit their convenience as far as possible by distributing their employed minors evenly through the week. If there were fifteen continuation school boys in one factory, three were asked to attend school each afternoon, and if the employer found that he needed them all on a given day, the plans of the school were adjusted accordingly.

The school has a weekly enrollment of about seventy-five boys and ninety girls, divided into five groups. There is one teacher for the boys and one for the girls, so that each class numbers from fifteen to eighteen. The two hours of academic work are devoted to reading, arithmetic, citizenship, and such other studies as the classes need. As the chief industry in Marlborough is shoe-making, it is difficult to have the two hours of required shop work in the school of direct value to the employment of the pupils.

Several years ago arrangements were made with some of the shoemakers to organize in their factories continuation school classes in stitching for girls and cutting for boys to meet once a week and take the place of the required school shop work, instruction to be given by someone chosen by the factory and approved by the state department of education. The factory provided the machines and materials and the school department paid the instructor at the regular evening school rate. The state reimbursed the city one half the expense. Frequent visits were made by the regular continuation school teachers, and records were kept of progress and achievements. We have four classes in stitching, six in a class, and two in cutting. In many instances the earning power of the pupil has more than doubled. The manufacturers like the plan because they are aided in securing trained competent help. The members of the classes are selected by the continuation school according to their abilities and desires.

Recently, when the shoe industry was depressed, there was a change in some of the factories from men's to women's shoes. A scarcity of skilled stitchers developed. Some new firms were prevented from going to Marlborough, and others already there were obliged to send shoes out of town to be stitched. This in turn caused unemployment among shoe cutters and other workers. The success of the continuation school classes led the Chamber of Commerce to co-operate with the school authorities in establishing a stitching school open to any one desiring to acquire skill in stitching. The manufacturers united in support, an advisory board, consisting largely of manufacturers, helped in every step of organizing the school, and a room in one of the factories was fitted up, the factories contributing nearly all the machinery, worth about $10,000. They supply shoes and other materials for the pupils to work on.

A skilled shoe worker, a woman of ability and vision for the success of the school, has charge of twenty-two, each at a machine. The ages of the pupils range from sixteen to sixty. The school day is seven hours in length, and all the instruction is individual, except one period a day for class work in civics and citizenship. The school year is forty-two weeks in length. There are seven courses, lasting from seven to twelve weeks. When a pupil completes a course she is given a certificate and finds ready employment in one of the factories. There is a waiting list of more than fifty.

The Massachusetts Department of Vocational Education, under the leadership of R. O. Small, and the Lynn Independent Industrial School gave many valuable suggestions in organizing the school.

It is accepted as an important part of the public

school system of Marlborough. It shows the confidence of the people in their city and its chief industry and gives a strong industrial aspect to the practical arts work in the schools.

The Man Who Stuck In His Job

By PAUL W. HORN
Lubbock, Texas

THE conductor of the dining car laid a magazine on the table beside my plate. He also laid a copy on each one of the tables occupied by passengers dining with the railroad company. In each instance it was a copy of the Employees' Magazine issued by the railroad on which we were traveling.

I found in this magazine much that was interesting. The article that most greatly attracted my interest was one entitled "Retires with Perfect Safety Record After Forty-three Years." I quote from this article word for word, except that for obvious reasons the proper names are changed:—

"Winding up forty-three years of honorable and efficient service, with a perfect safety record, and retiring to take a well-earned place on the K. Q. & Z. Roll of Honor with gratuity allowance is a record that few men can boast, but that is the record of H. C. Beck, who has just retired from K. Q. & Z. active service.

"Mr. Beck is a native of Wisconsin, having been born at Parkville, February 15, 1858. He learned his trade of patternmaker in his native town in the Eagle Foundry and Pattern Shop. After working in foundries in St. Louis and Chicago, and in the Pullman factory for one year, he returned to Parkville, and for another year worked in the shop where he had served his apprenticeship.

"Following his marriage, Mr. Beck went to another city and took charge of the pattern shop as supervisor, and for the past forty-three years, until his recent retirement, that shop has been under his supervision. During all that time no reportable injury occurred in this shop."

This was undoubtedly a most creditable record. It is one which any man might well be proud of. And yet, notwithstanding this fact, it is a record which some young men would think over twice before they undertook to emulate it. The average young men would not be greatly captivated with the idea of entering upon one job and holding it forty-three years.

The average young man would probably ask himself the question as to why it was that Mr. Beck was not during the forty-three years promoted to some higher place. There are men who were office boys forty years ago and who are now presidents of great corporations. You cannot wonder if the American youth of today asks itself the question as to why this man stayed in one job without promotion for more than forty years.

Evidently Mr. Beck was a good man and genuinely faithful and reliable. His face, as set forth in the cut accompanying the article, would certainly indicate that such was the case. If this were not enough guarantee, the superintendent of safety on the road in question has the following statement to make:—

"The reasons why Mr. Beck has never had an injury to himself nor to one of the men under his supervision are very simple. First, he starts off right by setting a good example and correcting bad practices before injury occurs. If the new man coming to him is an apprentice or is inexperienced, he takes pains to explain the hazards."

All this is greatly to the credit of Mr. Beck. And yet the question still remains as to why Mr. Beck was not promoted during his entire forty-three years of honorable service.

An answer suggests itself. It is altogether probable that Mr. Beck was properly trained for the job he held, but not educated for it. The probabilities are that he had excellent vocational training before he entered upon his job, but that he did not have technological education sufficient to enable him to go beyond it.

Many a young fellow has left high school, gone into a certain factory, and has risen steadily until he reached a certain point. There he has stuck. He has seen certain young men graduate from schools of engineering and start in at the bottom. After a time they have reached a position similar to his own. A little bit later they have gone on beyond him. Sometimes he has wondered why. When he has thought the matter over, he has understood that it was because these young men had technological education of a type suitable to enable them to go to the top.

Vocational training is an excellent thing. It fits the young man to do some one specific job. Only too frequently it does not fit him to go beyond that job.

The young man who wishes to go to the top in the industries should lay his foundation broad and deep. He should not only prepare to obtain and to hold a creditable job. If he is ambitious, he should undertake to prepare himself in such a way that it will not be necessary for him to stay in the same job for forty-three years.

Mr. Beck was a good man and did a great work in his time. Nevertheless, his case is one of the finest arguments in favor of the right kind of technological education that has ever come to my attention.

Howard Edwards! Master Teacher

By WILLIAM C. BAGLEY

[Read at the Alumni Association of Rhode Island State College, June 7, 1930.]

HOWARD EDWARDS was one of the two or three best teachers that I have known—and I have known rather intimately a very large number of teachers, for my principal business in life has been to study the work that teachers do.

It was nearly forty years ago that I first became acquainted with Dr. Edwards. In 1890, I believe, he became professor of English in what was then called the Michigan Agricultural College. (This institution, by the way, is the oldest of the group of land-grant colleges. The Michigan College was founded in 1857, or five years before Lincoln signed the famous Morrill act which led to establishment of similar colleges in every state of the Union.) I entered the Michigan Agricultural College as a freshman in 1891. In the freshman class were one hundred thirty other boys, most of them from the back-country farms of a state many parts of which at that time still reflected the sturdy pioneer conditions which have made the American frontier a factor of the first magnitude in the development of American civilization.

Both because of his personal qualities and because of the subject that he taught, Dr. Edwards was an ideal teacher for this group of raw boys. He was a gentleman in the finest sense of the word—a man who gracefully and instinctively did the right thing in the right way. Some of our instructors rather tended toward what might be called a cult of crudity, assuming perhaps that refinements of speech and manner were somehow out of place in a farmers' college.

Not so Howard Edwards. Indeed the quality which above all other qualities endeared him to us was his high-minded integrity. He hated pose and cant and smugness and hypocrisy with a righteous hatred. I am very sure that many of us came for the first time in his classes to be sensitive to these vices—and there is, I think, no more significant function of a liberal education than to sensitize the student to vices that are the more insidious in that they so often parade in the garb of virtue.

Cut from the same cloth as this unshakable integrity were the kindly sympathy and broad tolerance of our beloved teacher. These found a fascinating expression in a quizzical smile and a twinkle of the eyes that it would be impossible to describe.

It was in the classroom and through his teaching that Edwards exerted the most lasting influence upon the students at Michigan. He was a past master of the rare art of making the subject of instruction tingle with life. He introduced us to the great masterpieces of literature and revealed why they were masterpieces. To many of us the world of books had never before been opened. Others were wont to scoff at all forms of art as unworthy of the attention of what we call today "real red-blooded he-men." For still others the liking for literature had been destroyed by the type of treatment accorded to the subject in the high schools.

Nearly everyone who enrolled in Dr. Edwards' classes saw literature in a new light. *Hamlet*, *Macbeth*, and *King Lear* became living and throbbing realities. The England of Swift and Dryden, Pope and Defoe became a real England peopled by men and women who worked and played, and lived and loved.

Then there was *Paradise Lost*. Frequently teachers object to the inclusion of *Paradise Lost* in the required reading of high school or college on the ground that the average pupil or student cannot appreciate it. Howard Edwards taught *Paradise Lost* in such a way that the farm boys of Michigan rose to the majestic measures of Milton's great epic.

Dr. Edwards did not ask beforehand whether we wanted to read *Paradise Lost*. He probably thought that everyone should read, if possible, the greatest epic poem in the English language, and I am sure that he conceived it to be his primary duty as a teacher to make our reading of it as profitable as possible. I do not recall that we liked *Paradise Lost* at the outset, but under the stimulus of masterful teaching the light dawned. And that, I think, is the acid test of good teaching.

There was an artistry in Edwards' class work that I have many times tried to analyze in the hope that I could help other teachers to acquire it. But I have been unable to make such an analysis. The lessons themselves are what I remember—not the arts that the teacher employed to drive these lessons home. Only a few bits of his effective teaching techniques can I recall.

It has been said of another great teacher that every class exercise was, for his students, a series of exciting adventures and hairbreadth escapes. Edwards had a similar capacity for capitalizing the dramatic possibilities of the teacher's art. Lines or verses that did not impress many of us on first reading he would have us work over and play with until suddenly their beauty or their grandeur or the nobility of their underlying thought burst upon us. Some things that we deemed pretty good he would deal with in similar

fashion until we saw clearly that what we thought to be glittering gold was after all only tinsel, and that we had been worshiping at a false shrine. Frequently, too, he would take men and women then in the public eye and relate them to the types that the masters had portrayed.

Edwards did more than capitalize the dramatic possibilities of his classroom teaching. He made his assignments in such a way that the element of adventure was carried over into our out-of-class preparation. I recall a typical assignment. "Alexander's Feast" was among the poems to be read for the next class exercise. "In this poem," said Edwards, "there are three of the most beautiful verses in the English language. See whether you can find them." It would have been hard to miss them, but I doubt very much whether, without that suggestion, we should have caught the full effect of that marvelous alliteration of the liquid consonants:—

"War," he sung, "is toil and trouble;
Honor, but an empty bubble;
Never ending, still beginning,
Fighting still, and still destroying:
If the world be worth the winning,
Think, O think it worth enjoying."

Edwards had a way, too, of calling attention to our crudities of speech in a way that was effective in correcting them without at the same time embarrassing us. I recall an occasion when, as a cadet officer in charge of the "awkward squad," I had just given a piece of my mind to a student who had persisted in holding his rifle at a wrong angle. My language may have been picturesque, and I probably used a few provincialisms which I was certain that the student in question would understand, even if these words and phrases failed of elegance by a fairly wide margin—and perhaps even of strict propriety.

Dr. Edwards was walking across the parade ground and had just passed behind me as I finished my invective. Happening to look around, I saw him with that quizzical smile on his face and the twinkle in his eye. The next day he took occasion in class to read us a good-natured but tolerant lecture about the needless use of certain words and phrases. He did not mention the occasion that led to the caution, but rather let his remarks come out quite naturally in the class discussion. Nevertheless I got the point.

Among our instructors Dr. Edwards was one of the few who had students in their homes at frequent intervals. A red-letter event in our class history was the banquet that he gave for us just before we graduated. There was a printed menu and—vastly more important—the speaking program was announced in verse, with an appropriate stanza for each of the student-speakers. We looked upon it as a tremendous honor that our professor of literature should have written poetry about us. I would give a great deal for a copy of that menu today.

These buildings and their equipment are a splendid monument to the service that he rendered. But he has a monument of another kind as well—a monument of deep affection and enduring gratitude in the minds and hearts of all who knew him, and a special quality of affection and gratitude in all who knew him as a teacher. Edwards was a great teacher first because he was a great-hearted man. His great heart, his background of gentle breeding and broad culture, his keen understanding of youth and its problems, his kindness and tolerance and integrity combined to make his life a benediction.

Builders

By LAWRENCE McTURNAN

"Hitch your wagon to a star"
Spoke a sage of wondrous fame,
Inspiring men near and far
To fan high ambition's flame.

Children answer with a laugh
Things too high they can not see;
They must hitch to dog and calf
Gleeful with the things that be.

Man may reach to heavenly sphere
And to high triumph ascend;
Kiddies toy with playthings here,
Earthly means for making men.

Cart and dog for chaise and horse,
Hoops and kites for wheels and wings,
Children's fancies—their resource
To glimpse men-dreams through mere things.

Men soar high in noble thought
Piercing heavy darkness through;
Perfecting wings children wrought
To make men and dreams come true.

Let no ruthless hand annoy
Builders while they work and play;
Giant work for man and boy
Striving for the starlit ray.

Academic Recognition of Music

By A. E. WINSHIP

FOR the first time there is adequate information regarding the attitude of liberal arts colleges and universities as to the value of music as a cultural and scholastic subject in secondary schools, and in college courses.

National Bureau for the Advancement of Music has published an exhaustive "Survey of College Entrance Credits and College Courses in Music."

This survey is prepared under the auspices of the Research Council of the Music Supervisors National Conference and published by the National Bureau for the Advancement of Music.

The particular aspect of the relationship between schools and colleges is the effect upon the high school curriculum of the attitude of the various colleges toward music as a subject for entrance and undergraduate study. There has been of late an increasingly more favorable attitude to music upon the part of a majority of the colleges.

Of the 594 institutions tabulated, 76 per cent. accept music for entrance, while more than three-fourths offer musical instruction.

There has long been a need of a comprehensive survey of the status of music in the colleges and universities both as to the music entrance credits allowed and the music courses offered. The broad scope and comprehensive character of the information which has been made available in this publication is due to the painstaking attention and thorough study of the special committee. The Research Council and the Bureau see in the investigation and its published report a means of aiding high school pupils interested in music and desirous of receiving credit for it at college entrance and, in many cases, continuing their study of the subject in college. Music supervisors, teachers and parents have been in urgent need of some authoritative assistance in guiding these students.

Of almost equal value is it to present the situation to the colleges themselves. Many are planning to grant more recognition to music, but are hesitant as to how far they should go in the absence of sufficient accurate information as to what is being done elsewhere.

This study makes it clear that there is every reason for students to include music in their programs because of its high educational value and because of its helping specifically toward the obtaining of a college degree.

This survey is largely devoted to a tabulation of the replies received from 594 institutions. These are arranged alphabetically in tabular form so that a comparative view is easily obtained. There is a short paragraph for each of the institutions which summarizes what its practices are regarding music.

The chairman of the Research Council, Peter W. Dykema, professor of music education at Teachers College, Columbia University, presents a readable digest of the figures together with comments on some of the significant deductions which may be made. He points out that the new attitude of the colleges toward music will automatically raise the standard of instruction in the schools.

The universities strengthen the high school courses when they allow entrance credits for them, as such action gives them the stimulus which comes from a recognition of good work.

Through a geographical analysis of the survey the book shows that the colleges of the Middle West and of the Far West exhibit a more progressive attitude toward music than do those of the East and South. For the purpose of such comparisons a special study was made of fifty of the most important private institutions and of a corresponding number of land-grant or state supported institutions. Of the former group thirty-four accept some music for college entrance, but sixteen of the fifty allow no entrance credits for music. The latter sixteen colleges—most of them in the eastern part of the country—are Wesleyan, Yale, the Liberal Arts College of Northwestern, Bates, Goucher, Johns Hopkins, Harvard, Radcliffe, Williams, Dartmouth, Princeton, Wake Forest, Bryn Mawr, Pennsylvania, Furman and Vanderbilt.

Of the same fifty private institutions almost every one offers some music for undergraduate study. Exceptions noted are George Washington University, which gives no courses of its own but accepts music from accredited institutions, Mercer University, Goucher College, Millsaps College, Washington University in Missouri, Wake Forest College, and Furman and Vanderbilt Universities.

The preponderance among eastern institutions of such conservative tendencies as to music education is ascribed to the fact that the traditions of restricted credit recognition are much more deeply rooted in that section than in the middle and western parts of the country.

Among the fifty land-grant colleges, all but six accept entrance credit for music as compared with sixteen of the private institutions. In all but a half-dozen of these colleges it is possible to elect some form of music.

The active participants in this study were: Peter W. Dykema (chairman), Hollis Dann, Osbourne McConathy, C. M. Tremaine, T. P. Giddings, W. Otto Miessner, Victor L. F. Rebmann, George H. Gartlan, Edgar B. Gordon, Russell V. Morgan, Frank A. Beach, John W. Beattie, Edward B. Birge, Walter Aiken, C. A. Fullerton, Mabelle Glenn, Will Earhart, Karl W. Gehrkens.

This remarkable study of the advance in scholastic appreciation of music may be had by sending $2 to National Bureau for the Advancement of Music, 45 West 45th Street, New York.

Personal and Professional

HENRY LAWRENCE SOUTHWICK, president, Emerson College, Boston, received honorary degree of doctor of letters from Berea College in recognition of his distinguished career as an interpreter of literature and teacher of the speech arts. This is as creditable to Berea College as it is to Dr. Southwick. President William J. Hutchins designated Dr. Southwick as "a citizen, artist, educator, and friend of all the world."

MISS SUE M. POWERS, Memphis, superintendent of Shelby County, Tennessee, has been honored by Southwestern College, Memphis, with the degree of Doctor of Literature. Dr. Sue Powers deserves the recognition of her talent and public service thus magnified by one of the outstanding liberal arts colleges of the South.

Shelby County has been highly progressive along various lines of education service for several years, and Dr. Powers has kept the pace of progress brilliantly as this honorary distinction suggests.

MISS ELIZABETH POST, of Yuma, Arizona, eighty-nine years of age, began teaching in Arizona fifty-seven years ago. She was born in New York State, taught in Iowa eight years, one year in California.

Miss C. Louise Boehringer, editor of Arizona Teacher and Home Journal, had an interesting account of Miss Post's life in Arizona Historical Review, July, 1929.

HARRY F. HATHAWAY, principal Bingham School, Somerville, Mass., has been tendered a reception by the citizens in recognition of efficient service in the schools of that city for forty-one years, and is still in service. Mayor John J. Murphy, Congressman Charles L. Underhill, and others made addresses after the banquet. Miss Elizabeth O'Neil, longer in service, was honored with Mr. Hathaway.

ARTHUR S. GIST accepts the principalship of the Humboldt State Teachers College at Arcata, California. He has been principal of the training school of the California State Teachers College at San Francisco; Alexander C. Roberts, president.

Mr. Gist has rendered unprecedented service in the National Education Association. No one has had equal prominence in the Department of Elementary School Principals, having been editor of four of the year books of the department, each of which was an important professional service. Third Year Book, The Status and Professional Activities of the Elementary School Principal; Fourth Year Book, A Study of the Instructional and Administrative Aspects of the Elementary School Principal; Fifth Year Book, Studies in the Elementary School Principalship; Sixth Year Book, Projects in Supervision.

Mr. Gist is a distinguished graduate of the State Teachers College, Cedar Falls, Iowa. As an elementary school principal in Seattle his ability was recognized when the Department of Elementary School Principals was organized, and when he came to Oakland his leadership was simply transferred to his new associations. In association with President Roberts his professional services have won for him the principalship at Arcata.

WINFRED C. AKERS is terminating by retirement a career of distinct usefulness as teacher and principal. He lays down the principalship of Brookline (Mass.) High School this June, to be succeeded by Ernest R. Caverly, of North Adams. Mr. Akers is a graduate of Kent's Hill Seminary and Wesleyan University. After teaching in Quincy, Somerville and Providence, he became principal in Holyoke (four years), New Britain, Conn. (ten years), and then at Brookline, where he has served seventeen years. His work in developing student government has been one of many outstanding achievements.

ROBERT W. JONES, professor of Journalism, University of Washington, author of "The Editorial Page," [Thomas Y. Crowell Company, New York] has made a valuable contribution to the education of editors and other writers.

The University of Washington has one of the most useful Departments of Journalism, and was the first to make its scholastic journalist president.

"The Editorial Page" is admirable advice for all writers. For illustration:—

"When a point is clearly made stop."

"A climax is essential if a paragraph is to be remembered."

"Weed out your pet errors and bromides by compiling a 'Don't' list."

"A tiresome paragraph should be killed before readers see it."

The book has much unusual information. For instance: "Macaulay averaged 22 words to a sentence; Bunyan and Addison, 37; Lowell, 38; Milton, 60."

Chicago Education Exposition

By A. G. BAUERSFIELD
Director of Technical Work

THE Health and Education Exposition at the Coliseum for a week in May was the greatest demonstration of public school work ever staged in Chicago. One thousand children took part each day in the living demonstrations which were held twice daily.

One hundred thousand persons visited this exposition. No visitors could fail to have a more complete understanding of what modern education means in the way of offering many opportunities to the children of the Chicago public schools.

In the journalism booth a Chicago high school associated press was manned by a staff from a different high school each day. The work of this group was sent to the Tilden Technical High School Print Shop booth, where a typical high school print shop was in complete operation. Here a daily newspaper was published, which gave a "write-up" of what was going on in the general assembly work of the north hall, and also the special features in the seventy-two educational booths, which were changing from day to day. The equipment for this booth included a linotype machine, a platen press, composition table, paper cutter, proof presses, and three hand composition cabinets.

The boys taking first-year woodworking at the Calumet High School erected a summer house, together with a complete line of garden furniture. In order to give these constructions a proper setting, a typical garden scene of a Spanish hacienda was painted on a large canvas, ten feet high by thirty-five feet long. The summer cottage was terraced, and a lawn was developed, which was surrounded by a colorful flower garden border.

The aviation classes of Lane Technical High School showed various processes needed in maintaining the efficiency of an airplane. Boys welded struts and braces by means of an oxyacetylene welding outfit. They demonstrated how patches were made in wings, and made various mechanical adjustments on the aeroplane motors, all of the different kinds of work that might be included under the general heading of "Aeronautical Ground Work."

The four-year electrical construction department of the Crane Technical High School demonstrated a variety of electrical devices they had built in their shops, such as a telechrome clock, and the new popular Solar Light which produces the so-called "Florida tan" color for people who never go South in the winter. A great number of other interesting projects were displayed, such as electric motors, electric drills, soldering irons, radio sets, and toasters.

To Soothe Strained Nerves...
and counteract ill effects caused by OVERWORK and BRAIN FAG science devised this most refreshing drink. It adds an unusually delicious tang to any flavor fruit syrup.
You'll enjoy it.
Horsford's Acid Phosphate
D-51-3 AT ALL DRUGGISTS

The development of art work in the elementary, junior and senior high schools was illustrated. Demonstrations of every type of art work were given, such as the making of posters, linoleum block printing, stencil cutting, batique work, clay modeling, sketching from life, applied design, and many other forms of art studies.

Groups of high school pupils performed laboratory experiments in general science, biology, physics and chemistry in the different science booths each day.

A large commercial exhibit included a typewriting classroom using the dictaphone method for receiving dictation, a typical modern office completely equipped with all labor-saving devices such as bookkeeping machines, comptometers, multigraphs, and various filing devices for classifying the different work of a modern office.

The Professor's Dog

By MILDRED HODGMAN MAHONEY

I'm a pedaguese pup AND HOW;
I'm creative youth unleashed;
To inhibitions I make my bow;
My I. Q.'s unimpeached.

Untrammeled, self taught, free,
Filled with purposive thinking,
This contradictory creature you see
Sits here . . . winking!

They Say

BENJAMIN HILL:—

"Education is the one subject for which no people ever yet paid too much. Indeed, the more they pay, the richer they become. Nothing is so costly as ignorance and nothing so cheap as knowledge."

LADY ASTOR:—

"The wisest way to teach history is to begin with today and yesterday and work backward."

AMERICAN PROVIDENT SOCIETY OF NEW YORK:—

"At a minimum monthly savings one's 'financial age' at thirty-five years should be $2,500, middling savings at $4,200, master savings at $7,600; at forty-five years, $5,900, $9,900 and $18,000; at sixty years of age, $15,000, $26,000 and $55,000."

LLOYD H. BUGBEE, superintendent, West Hartford, Connecticut:—

"Colleges desire students with genuine intellectual interests and scholarly habits, courteous manners, and a wide range of life interests."

WILLIAM ALLEN WHITE:—

"Religion is becoming less and less a way to get into heaven and more and more a way to get hell out of the earth."

DR. DAVID D. VAUGHAN, Boston University:—

"A modern 'flapper' working at a loom in a modern mill now does in a week the work of 16,000 former Priscillas at a spinning wheel. When women ceased to weave and spin, something happened."

EDWIN MARKHAM:—

"A man cannot escape from his past."

BRANDER MATTHEWS:—

"A highbrow is a person educated beyond his intelligence."

L. T. SPENCER, Yale University:—

"Comparison of four Yale classes divided into groups comprising : (1), public school men; (2), private school men; (3), men preparing at both types of schools; and (4), men transferring from other colleges, show that the public school group is superior to the private school group in intelligence test scores, academic grades, frequency of graduation, and freedom from resignations. The private school men, however, surpass the public school men in entrance examination grades."

LEWIS E. LAWES:—

"Prisons are overcrowded not because there is more crime today but because we are more conscious of it."

DR. WILLIAM J. MAYO:—

"A specialist is a man who knows more and more about less and less."

FLORENZ ZIEGFELD:—

"No woman is truly beautiful when she is half starved or angular and bony."

DAVID LLOYD GEORGE:—

"The British people have no intention of dropping the reins of empire because some of the steeds are restless."

ARNOLD BENNETT:—

"The secret of power is not money, but personality."

MRS. FRANKLIN D. ROOSEVELT:—

"A great teacher is more important than the most gorgeous building."

CALVIN COOLIDGE:—

"Thrift is all that is needed to lift the great mass of people from the pinch of poverty."

SIR WILFRED GRENFELL:—

"It is not the big things that make for the comforts of living, but rather small and insignificant ones."

BERTRAND RUSSELL:—

"The real enemy to love is not women's freedom but Puritanism."

SIR HARRY LAUDER:—

"My wish to make people laugh springs from my own wish to keep myself from crying."

COLONEL LINDBERGH:—

"Centuries of isolation have caused us to judge distances by imagination rather than by miles."

PROFESSOR JOHN DEWEY:—

"I never thought that Americans were more fond of the dollar than the French and German of the franc and mark. But external things and opportunities so abound in American life that instead of nurturing the true sources for happiness, we tend to make it a direct aim. So we end in looking for happiness in the external—money, a good time, somebody to lean on, and so on."

A Trip Through India

By L. H. PUTNEY*

(Part One)

WE ARE in the middle of the Arabian Sea, headed straight for the Island of Socotra, which guards the entrance to the Gulf of Aden. A welcome sight this will be, for it means that one-half of the long twelve-day voyage from Colombo to Suez is behind us. Fortunately, the Indian Ocean has been at its best. In spite of the strong monsoons which have blown, the sea has been almost as smooth as the proverbial mill pond; and although it is midwinter, the temperature has been delightful—night before last we even had dinner on the sun-deck. But, were it three months later, I would have a very different story to tell, for this is probably the hottest 3,600-mile sea voyage on the entire globe; in fact, the trip is usually described as "hotter than hell."

Since writing my last story I have taken a peep at India. I use the word "peep" advisedly, for India is such a huge country that the most any ordinary traveler does is to take a peep at it. Just how large it is you may appreciate when I tell you that all of our New England, Middle Atlantic, Southern, and Southwestern States could be carved out of it, and still there would be enough left to make California, Nevada, Utah, Colorado, and Missouri. If the map of India be superimposed on one of the United States, the country will extend from Brownsville, Texas, to Lake Winnipeg in Southern Manitoba, and from Philadelphia to Boise.

Most of India lies in the warm belt. You will believe this when I tell you that Dhanushkodi Pier is as far south as the Panama Canal, and that the lofty Pamirs in the extreme north, which are better known as the "Roof of the World," are in the latitude of Richmond, Virginia, and Cairo, Illinois. We are so accustomed to seeing in our geographies the map of India drawn to a very small scale that we do not appreciate how great distances are there. Madras looks very close to the southern tip of the peninsula, but it requires twenty hours to make the trip by mail train. From Madras to Calcutta is a journey of nearly forty hours; from Calcutta to Bombay, of forty-three hours; and so it goes.

We usually think of India as being a political entity, but in reality thirty-nine percentum of the country is made up of native states, which are ruled by Indian princes, who for the most part are autocrats of a most unprogressive type. If Hindus, they are termed *rajahs* or *maharajahs* (*maha* means "*great*"); and if Muslims, *nawabs*. All told there are 562 of these states. I believe Hyderabad in the centre of the peninsula has an area nearly as great as that of Nebraska, while the prince who rules over Simla Hill in Northern India has a principality no larger than a small farm back home. All of these native states, except Travancore in the extreme southwest, are situated in the hinterland. In the more important ones Britain maintains military stations which are administered by Englishmen belonging to the Indian Civil Service (usually abbreviated I. C. S.) and known as "residents."

So circumscribed are the prerogatives of the princes that they cannot even receive any decorations from foreign rulers, nor may they leave their principalities without advising the imperial authorities. They have no voice in determining the tariff levied on foreign goods entering their states nor do they receive any share of the duties collected on account of them. Not only is the succession settled by their foreign overlords, but not infrequently there is an enforced abdication and expatriation, when some prince has made himself *persona non grata*, perhaps because of his nationalistic sentiments. It was to one of these "ex-maharajahs" that one of our countrywomen was wedded in 1928, much to the disgust of persons conversant with Indian affairs. In this case, however, the prince's abdication was punishment for a scandal in connection with which his favorite *nautch* or dancing girl was slashed in the face, and a wealthy Parsee was killed.

In 1921 the Indian Empire had a population in excess of 318 millions, in other words, about one-sixth of that of the entire world. Approximately one-fourth of these people lived in the native states. Some seventy millions of them were sons of the Prophet, who daily turn their faces toward Mecca and repeat: "Good is God; there is no God but Allah, and Mahomet is his Prophet." You can tell them by their fezes, sometimes white but oftener red. If you are fortunate enough to meet any of their women, they will be dressed in cloaks which completely cover the body. Over their heads they wear *burkas* or bags with slits in front of the eyes. Most of the rest of the population are Hindus, who, in spite of their brown bodies, belong to the same race as ourselves. They also are an Aryan-speaking people.

(To Be Continued)

*Foreign Representative, Little, Brown & Co.

The Student's Inalienable Right

By ARTHUR DEAN

If a family can afford to build a garage for two cars it can afford to fix up a place in the house in which a boy or girl may study in peace.

Consider the physical conditions in the average home today and let's ask ourselves frankly: Can effective studying be done in it? Then let parents think back to the good old days when they were brought up in a house that had a lawn, a garden and a spare room or two. Compare it with the average home of today which has little spare space and practically no peace. Under such conditions just where is a boy or girl going to study?

Did you ever think of the mental conditions under which a student must work even if he has a place in which to study? In order to study young people need quiet. Can it be obtained in the average home in view of the interruptions from the radio, telephone, phonograph and ukelele? Even the peace and quiet of the room in which I write this is invaded this very minute by megaphoned messages from passing aeroplanes advertising something which I'll never, never buy as long as this firm robs me of my sleep or of my peace.

This question of noise in the home, in the streets in front, and in the air above is no joke to young people who are trying to study. We must remember that the great objective in education is to teach children how to work things out for themselves. Can they do it amidst infernal noises?

Unless the home can provide a parking place for the human mind home study must be abandoned and all studying must be done in the school.

The radio is bringing education right into the home. The best of music, political and economic thought, book and play reviews, and splendid comedy are ours by using less than one mouse power. Close your books, my young friends, and listen in. It's real education.

But if you want to learn how to write or talk or think or create as do these artists over the air, you've got to know something and some day you have to open your books and plug. That's all there is to it.

When the radio spouts, "Turn on the heat," you must turn off the current. And when the song comes, "A little kiss each morning, a little kiss each night," get off in a corner of the house and say to yourself: "A little study each morning, a little study each night."

While "It ain't no sin to take off your skin and dance around in your bones," it is a sin to try to concentrate on your studies under such conditions.

So, dad, please give sonny a secluded nook in which to study while you, the T. B. M. of the home, keep your sunny side up by tuning in.

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EDUCATION IN ACTION

Girls Advised To Be "Money Women"

Graduates of the New Jersey College for Women, New Brunswick, N. J., were urged to become "brain and money women" as the only way to succeed against the rule of America by money, in the baccalaureate address delivered by Dr. Herbert Parrish. "America is running on a basis of competition, commercialism and so-called bourgeois society, in which the power of money is the dominant factor," Dr. Parrish said. "Young people forget that upon this power rests the splendor of civilization, for in every society in history, it is true, a solid structure of national wealth came before scholarship, arts and refinements appeared. In our own country we owe to the generosity of men of large means much of education, science and art. It does not do to despise wealth."

College Will Bar Women Students

Women students are to be excluded from Gettysburg College after this year. By a vote of sixteen to six, the Board of Trustees reaffirmed action taken in 1923 to bar women students after the academic year of 1929-30. Those now in the college, however, will be allowed to graduate. Dr. Henry W. A. Manson, president of the college, said the trustees felt now as they did seven years ago, that in the "best interests of the college and the Lutheran Church" women students should be excluded because they have always been without a dean and without supervised dormitory facilities.

University by Plane For Distant Towns

The first "flying University" took to the air recently from Newark Airport, when Dr. John W. Withers, dean of the Education School, New York University, and four members of his staff made a trail-blazing flight to nine towns in New York State. This flight heralds the opening of an airplane extension course by New York University this fall. Dean Withers announced that university professors will be transported at regular intervals to several towns in New York, Massachusetts, Delaware and Maryland, where educational instruction will be given to teachers in grade and high schools.

Returned Students Rise in China

Returned students occupy fifty per cent. of the higher government positions in China. Out of twenty-three presidents and ministers, ten are returned students—two from Europe, six from America, and two from Japan. There are 791 returned students in government service, 185 from Europe, 277 from America, and 829 from Japan.

Berkshires to Get New "Prep" School

To a colony of preparatory schools in western Connecticut will be added another school at the foothills of the Berkshires in the village of Romford, it has been announced. It is to be known as Romford School. It will be a neighbor to the Gunnery, Kent, Canterbury and Hotchkiss Schools, and a bit more distant from Taft. The property acquired for the school is 400 acres of grass and woodland, between Bantam and Shepaugh Rivers. The headmaster will be Paul Fessenden Cruikshank, Yale 1920, formerly at Hopkins Grammar School and later at the Gunnery.

Mental Clinics Planned for Children

Plans to establish eight mental hygiene clinics for the study and relief of maladjusted school children were announced recently by Health Commissioner Wynn, of New York City, at the Academy of Medicine, when he presided at a lecture by Dr. George K. Pratt on "The Responsibility of the Teacher to the Children Who Fail." Predicting that within five years mental hygiene would be one of the chief concerns of health departments, Dr. Wynne declared that he contemplated the establishment of mental health clinics in the health centres of the city. There are now four such centres, but four years hence there will be eight, as the city has undertaken to build one annually. Cases of children who, although of normal abilities and mentality, are maladjusted, unhappy and backward in their work, or who present discipline and behavior problems, would be studied and, if possible, adjusted by the specialists at the recommendation of school officials. Dr. Wynne stressed the need for close cooperation between the school and the health departments in such studies.

Newark Is to Have Post-Graduate University

A strictly post-graduate university, for the pursuit of advanced learning and exploration in fields of pure science, is to be established in Newark, N. J., with an initial endowment of $5,000,000. The money is given by Louis Bamberger, retired merchant, and Mrs. Felix Fuld, his sister and widow of his late partner, and they will make additions to the fund later. The institution will be known as the Institution for Advanced Study, and will have as its first director Dr. Abraham Flexner, former secretary and director of the division of medical education of the general education board of New York City. He has undertaken to enlist outstanding teachers in their respective fields as members of the faculty. The only qualification for entrance to the institute will be intellectual, no account being taken of race, religion or sex. Scholarships will be provided for those who need them. The institute will be located in Newark or its vicinity, and will occupy temporary quarters while plans for permanent buildings and equipment are being developed and while faculty and staff are being selected.

Half of Clergy Not College Graduates

Nearly fifty per cent. of the 105,000 ministers in the twenty-one leading denominations in this country are not graduates of either a college or a seminary, it was reported by the Institute of Social and Religious Research after a comprehensive analysis had been completed by Dr. C. Luther Fry. It was estimated that fifty-five per cent. of the adult population are church members. A majority of the pastors of Protestant churches in rural communities never graduated from either a seminary or a college, Dr. Fry reported, while eighty per cent. of the ministers for urban congregations are graduates.

Photos Used to Foil Professional Test-Takers

Students of Long Island University taking final examinations were required to present identification cards for admission to the tests. This procedure was adopted to prevent professional examination-takers from taking the tests for the students, it was said at the office of the institution. The identification cards are similar to passports, and bear photographs of the students. Students without identification cards were barred from the examinations and were required to take a later examination, for which an extra fee was charged.

Illiteracy Manual Ready in Fall

The revised manual for teachers of illiterates, which is in process of preparation, will be ready for distribution at the opening of schools in the Fall, the director of the national advisory committee on illiteracy, Dr. M. S. Robertson, declared recently. In order to meet many difficulties not yet worked out in the science of pedagogy, considerable attention has been given to the various levels of education once the beginner is taught the alphabet and the digits, Dr. Robertson explained. The old manual was prepared in a hurry, and served merely as an expedient until a more scientific one could be prepared, Dr. Robertson said. The techniques committee seized upon what was most convenient, and it happened that the one prepared by himself for Louisiana was taken for general use. Its outstanding weakness was that it was not sufficiently inclusive, Dr. Robertson pointed out. The revised manual will be so arranged that there will be three levels in approaching the problem: One for the beginners involving a mastery of the alphabet and numerals, another for an intermediary knowledge of reading and writing, and a third to prepare for more advanced work. Dr. Robertson stated that it will not be a textbook, but rather a guide for teachers. To it will be appended appropriate suggestions for reading and further study by the students. Dean William Gray, of the College of Education, University of Chicago, Dr. Robertson said, is preparing the revised manual for the techniques committee.

Women in College Now Number 350,000

Since 1890 the number of women enrolled in American universities, colleges and professional schools has increased from approximately 54,000 to well over 350,000, declares Florence P. Smith, research assistant, Women's Bureau Department of Labor. Few, relatively, of these many thousands continue in advanced graduate work. Over fifty years ago Boston University conferred the degree of Doctor of Philosophy on the first woman to receive such a degree from an American university. Statistics show that nearly 1,600 women received the degree of Doctor of Philosophy in the forty-eight years ending with 1924. The year 1924 saw 150 women receiving this degree, and for 1928 the Federal Office of Education reports 189 women so honored.

One in Twenty Finishes College

In every group of 1,000 children to enter American public schools in the lowest elementary grade, 855 eventually reach the seventh grade, 260 are graduated from high school, and fifty ultimately receive college degrees, the United States Office of Education announces in a statistical study on survival rates in the public high schools. Facts reveal an increasing survival compared with that of a decade ago, which, the Commissioner of Education, Dr. William John Cooper, explained, is due to a more efficient school system and a more general appreciation of education. Compared with survivals in 1918, the study discloses that survivals have increased during the ten-year period. In every group of 1,000 first entering schools then, 634 pupils eventually reached the eighth grade, and 139 graduated from high school. Statistics also show that since 1908, the acting editor of the office explained, survivals to the fourth year in high school have steadily increased. Of the total number of pupils entering the public schools in 1908, he pointed out, 30.9 per cent. survived to the fourth year in high school, 34.3 per cent. in 1910, 40.3 per cent. in 1915, 42.0 per cent. in 1920, and 55.9 per cent. in 1926. Dr. Cooper, when asked to explain if the increase in survivals was due to a desire on the part of public schools to carry democracy in education so far that with it came a relaxation in requirements, hence a greater number of promotions, he said that was not true, but on the contrary, standards were higher.

To Aid in Extension Of Indian Education

To assist in formulating a more extensive national educational program for Indians, Dr. Livingston Farrand, president of Cornell University, has granted one year's leave of absence to Dr. Earl Bates, professor of Anthropology and adviser in Indian extension work, at the request of Secretary Wilbur and Commissioner Rhoads of the Indian Service. Dr. Bates is a believer that education in the trades, agriculture, commercial arts and home-making is the solution of the Indian problem, and since the Indians are now citizens of the several states that the states should assist in the solution through a joint program of all public and private agencies. As a private citizen, in 1910, Dr. Bates assisted the Onondaga Indians, and from a study evolved what is known in the educational world as the Bates plan, which accepts the Indian as a red man, proud of his race and his culture, and endeavors to make him a better red man rather than an imitation white man. "The scheme as operated in New York has been the outstanding piece of extension work in the country as applied to backward, manual-minded folk," the Interior Department stated today. Dr. Bates, a graduate of Syracuse University and Bellevue Hospital Medical School, did graduate work at Leipzig and other European and American universities. For his contributions to medical research he received the Simms Medal in 1914. For his development of the Bates plan he received in 1920 the New England Medal for the Promotion of Education.

Population Gains In College Towns

Among the distinctive types of cities that have shown remarkable increases in population in the 1930 census are those containing a college or university, the Director of the Census, William M. Steuart, stated. While the fact that a university or college is located in a town may not be the sole cause of the growth, it is in very nearly all instances the primary cause, he said. College attendance during the last ten years received the greatest impetus yet experienced in the United States, the director said, and as result the places where these institutions are located have shown a tremendous gain. An interesting feature of this is that the towns and cities containing the colleges have grown despite the fact that the students are not enumerated in the college towns, but at their places of permanent residence, he pointed out. While there may be an exception here and there, Mr. Steuart said, a survey of the college towns and cities will reveal a substantial general growth. Urbana, Ill.; Raleigh, N. C.; Tuscaloosa, Ala.; Atlanta, Ga.; Salt Lake City, Utah; South Bend, Ind., all have shown gains, while the list could be increased to include several hundred, it was explained. Mr. Steuart pointed out that the increase is partly accounted for by those whose commercial business depends upon the school trade as well as those who rent rooms in their homes to students.

Mind Guidance For Freshmen

Restoring to the modern college freshman the spiritual equivalent of Mark Hopkins and the log is the prescription for the ills of our higher educational system proposed by the

Carnegie Foundation for the Advancement of Teaching. At the close of the second year of its study of the relations of secondary and higher education in Pennsylvania, it states its conclusion: that the mass teaching in our colleges must at least be supplemented by a more personal contact. "No student," says the report, "should be admitted to the campus who cannot be placed immediately in charge of a competent representative of the college who will make him a subject of deliberate study, and will personally direct his education." From the first, each boy, according to the report, should have as tutor or preceptor one of the most sympathetic, experienced and scholarly professors the college has—a man with "the comprehensive educational interest of a college dean or president, unimpaired by his administrative distractions and isolation, and fired with a scholar's inveterate love of knowledge." Little by little, the tutor should divest the student's mind of his high school preconceptions of education. He should show him that "the reporting from books and encyclopedias, the passing of tests, and so forth, are superficial, and in some cases even worthless, performances; that his real business in college is to gather valuable ideas, to criticise them and to arrange them with other ideas in satisfactory and defensible relations." Having persuaded the student that the "beginning of education is a disposition to think vigorously for one's self," the tutor should discuss with him the direction which his own thinking may best take during his college course.

Phi Beta Kappa For Oldest Alumnus

Rev. Quincy J. Collin, Wesleyan's oldest living alumnus, of the class of 1857, has been initiated into the Connecticut Gamma Chapter of Phi Beta Kappa, at his home, "Elmcroft," in Hopkinton, Mass., at the age of ninety-three years and nine months. The ceremony was conducted by the president pro tem of the Wesleyon chapter, Dean-elect William G. Chanter, '14, who was accompanied by two other representatives from the campus, Professor Burton H. Camp, '01, and Professor Karl S. Van Dyke, '16. Other members of the fraternity from the vicinity of Boston completed the necessary quorum. The initiation marks the consummation of a long-deferred hope on the part of Mr. Collin. He was elected to Phi Beta Kappa on June 21, 1859, but has never been able to attend an initiation ceremony of the fraternity since then.

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Children Must Now Learn Bridge

Encouraged by some parents who have lofty social ambitions and are confident that the playing of a whacking good game of bridge will assure their offspring's future popularity, and by the other parents and teachers who consider the game excellent mental and ethical training, bridge lessons have become as integral a part of the nine and ten-year-old child's life as dancing and French lessons. More than twenty per cent. of the requests for governesses which come to the Child Training Institute, a bureau in New York City specializing in young women trained in the fundamentals of child psychology, stipulate that they must play bridge. "We find the game an invaluable asset in the handling of difficult children," said Mrs. Grace Lapham, head of the institute. "It teaches them good sportsmanship. One of our governesses was in charge of a particularly spoiled nine-year-old girl who was enthusiastic over bridge. Where in a more naive age she might have been bribed to behave well and do her lessons with the promise of a peppermint stick or a bedtime story, the greatest inducement for her was the prospect of a rubber. Bridge is also a rainy day pastime, second to none. Homes are small these days. There isn't the large nursery for romping, nor the attic where formerly a child could whoop and play Indian. Neighbors must be considered. Besides, the children are likely to become excited and irritable. So in bad weather they now play bridge, and at the same time, all unconsciously, are developing their minds." But some parents, not content with the semi-expert teaching of governesses, pay as much as $50 an hour to have their small children initiated into the secret rites of auction and contract.

Writes Names On 1,400 Diplomas

Lewis G. Lloyd, an expert penman, of Yonkers, handled an unusual contract for the Yonkers, N. Y., Board of Education. The contract was to write in an imitation of Old English print style, the names of pupils upon 1,400 diplomas to be awarded at graduation. Mr. Lloyd is paid on a piece basis to prepare each diploma, and it requires an average of five minutes to write one. Before being distributed each diploma is signed by Lamont Hodge, Superintendent of Schools, and Leslie Sutherland, president of the Board of Education. The diplomas went to high school and grammar school graduates.

Columbia to Teach Music to Babies

An opportunity to reveal their musical talent will be given children not yet old enough to enter school in experimental music classes this summer at Teachers College, Columbia University, Peter W. Dykema, professor of Music Education at the college, announced. Classes are to begin on July 7, with the opening of the regular summer session, and close on August 15. This will be the third year of the classes, which offer without tuition charges an extensive program of music education to elementary and high school pupils. Their scope has been widened, Professor Dykema said, to include children in the upper grades of high school, as well as babies of pre-kindergarten age. The small children will get instruction so as to bring out their talents if they show creative ability, and to ground them in musical appreciation if they have not. Songs will be sung to them, and they will be taught to produce music with toy instruments, rattles, bells, drums and triangles. For the older children there will be advanced classes in rhythm, choral singing, song singing, reading of music, class lessons in piano and in orchestral and band instruments, appreciative listening to music, orchestra and band ensemble, making instruments and creative music to play on them. Music history will be studied, and there will be special training in chamber music, and string, brass and wood quartets.

Vassar Verse Is Published

A collection of poems has been published for Vassar College under the title, "Vassar Poetry." The majority of the verse, all of which has been written by students in residence this year, has been taken from the verse writing course of Edward Tompson, professor of English at Vassar.

No Diplomas For Grammar Schools

Providence (R.I.) grammar schools this year, for the first time, will omit the traditional graduation exercises, and no diplomas will be awarded. The change is due to the introduction of the Junior High School system, which now includes all but nine of the city's grammar schools. Only the four senior high schools will award diplomas.

The BOOK TABLE

MAKERS OF OUR NATION. By Reuben Post Halleck and Juliette Frantz. Cloth. 358 pages. Halleck's American History Series. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Reuben Post Halleck has never had a rival in history writing. He writes to make history so fascinating as to be inevitable, and he never asks other history writers how he should write. There is never any skim milk in any book of his.

"Makers of Our Nation" is a curiosity to traditional writers on American history, but it is as fascinating to boys and girls as anything in type can be. The whole story of making the Colonies independent is brilliantly told in the forty-two pages that portray James Otis, Patrick Henry, Samuel Adams and Benjamin Franklin. These pages will be ravenously read and eternally remembered.

In twenty pages the whole story of Texas and California, Oregon and Washington, is told by portraiture of David Crockett, Sam Houston, Kit Carson, John C. Fremont, John A. Sutter, Lewis and Clark.

Lincoln, Grant and Lee dispose of the tragic Civil War in twenty pages, but it takes seventy pages to tell what Carnegie, Edison, Henry Ford, the Wright Brothers and Lindbergh have done as "Makers of Our Country."

INDUSTRIAL HYGIENE FOR SCHOOLS. By Jesse F. Williams, M. D., Teachers College, Columbia University, and Delbert Oberteuffer, Department of Education, State of Ohio. McGraw-Hill Vocational Texts. 370 Seventh Avenue, New York: McGraw-Hill Book Company, Inc.

"Industrial Hygiene" is a necessity because factories present new domestic, social and health problems which cannot be met by the theories and practices of even a few years ago. The machines require special education to use them safely as well as efficiently. There are health hazards quite as serious as those of automobile traffic.

"Industrial Hygiene for Schools" takes its responsibility seriously, and while heeding the health problems in modern industry it is wise and attractive in its concern with the life in home and society of young men and women who will be in the business and industrial world of the new day that is dawning.

SCIENCE IN THE SERVICE OF Health. By Elliot R. Downing, Chicago University School of Education. Longmans' School Science Series. Cloth. 320 pages. New York, Chicago, Boston, Toronto: Longmans, Green and Company.

The "Author's Preface" is characteristic of the spirit and efficiency of every chapter in the book. We quote from the "Author's Preface":—

"Instructional material in science is not organized at present primarily to impart skill in scientific thinking nor to develop those emotionalized standards which have motivated much of the research work that has produced science. If pupils do acquire some appreciation of what science has cost, of the heroic endeavors of the great scientists or any realization of the essential elements and safeguards of scientific thinking, it is as an incidental by-product. Yet the history of science and the biographies of the great scientists are replete with incidents of self-sacrificing devotion in the interests of fellow-man, of a stern adherence to truth when falsity would have been profitable, of a firm faith in the moral import of Nature's immutable laws. There are numerous examples of the method of science, opportunities to follow in the footsteps of master thinkers as they have solved scientific problems. Here is material to inspire emulation, to stimulate high endeavor, and generate or strengthen worthy attitudes of mind. If it can be effectively presented to impressionable youth it should contribute in no small measure to educational objectives that science instruction has largely neglected."

APPLIED BUSINESS ARITHMETIC. By Charles E. Steele and G. W. Muench, both of Seattle Public Schools. Yonkers-on-Hudson, New York; 2126 Prairie Avenue, Chicago: World Book Company.

Applied Business Arithmetic uses the pad-form (8 by 10½ inches) ideally. The pad, started by some one as a makeshift and assuming the form of a rad, has developed into one of the most professional of creations in education.

Casper Hodgson's habit of looking into every detail of editing and manufacturing has produced for his Seattle authors a pad using only one side of a sheet without which the Unit Plan in Business Arithmetic would be impossible. It makes the forty Unit Lessons available in a multitude of ways, serviceable for class work, created for individual achievement, practical to the nth degree however, whenever, wherever used.

It is refreshing to see such skillful, masterful use made of what was merely a diversion at first.

EARNING AND SPENDING THE FAMILY INCOME. A Textbook in Home Economics. By Meta Roman Friend, University High School, University of Chicago. Cloth. 415 pages. New York: D. Appleton and Company.

The family must save civilization, and the improvement in the last five years is so remarkable as to be almost miraculous. The approach to the new social creation through the family is primarily economic, but the result is highly ethical, even aesthetic and religious.

The eighty thousand illiterates that learned to read and write in Louisiana in 1929, and the thirty thousand who have already learned to read and write in Georgia in 1930, have been started on this career of learning by the economic appeal of the family.

"Earning and Spending the Family Income," by Meta Roman Friend, is one of the most important textbooks for the benefit of the family that has been published. When children and youths study such problems as are here treated, it will mean vastly more than traditional preaching and writing about the conditions that have made these problems a serious menace to civilization.

Books Received

"Modern Methods in Written Examinations." By Albert R. Lang, Ph. D. — "Chief Contemporary Dramatists." By Thomas Dickenson. Boston, Mass.: Houghton Mifflin Company.

"Chemistry for Today." By W. McPherson, W. E. Henderson and G. W. Fowler.—"Readings in Community Life." By Howard C. Hill.—"Virgil and Other Latin Poems."—"Nations Beyond the Seas." By W. W. Atwood and H. G. Thomas.—"My Seat Work." By Cordts. Boston, Mass.: Ginn and Company.

"A. Lincoln." By Ross F. Lockridge. Yonkers-on-Hudson, New York: World Book Company.

"Problems in Architectural Drawing." By F. G. Elwood. Peoria, Illinois: Manual Arts Press.

"Taming the Animals." By William L. Nida. Chicago, Ill.: Laidlaw Brothers.

"Creative Dramatics." By Winifred Ward. New York City: D. Appleton and Company.

"Clothing and Style." By William H. Dooley. Boston, Mass.: D. C. Heath and Company.

"Stories of Animals and Other Stories." By White and Hanthorn.—"New Junior Business Training." By F. G. Nichols.—"Workbook in U. S. History." By Wilson and Wilson.—"Eldridge's New Shorthand Dictation Exercises." Gregg Edition. By E. H. Eldridge.—"Fact and Story Readers." Book 2. By Suzzallo, Freeland, McLaughlin, Skinner. — "Interesting Things to Know." By White and Hanthorn.—"English Composition." By McKitrick and West. — "Makers of Our Nation." By Halleck and Frantz. New York City: American Book Company.

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GRINS BETWEEN GRINDS

Couldn't Fool Him

An American bricklayer had come over to London and got a job with a contractor to build a wall near the docks.

A little East End lad of ten, or thereabouts, stood by, intently watching him at work.

"I guess they don't teach you much at school over here," said the Yankee. "I guess you can't tell me what keeps these bricks together."

"Well," said the lad, "if you had asked me what kept them apart, I guess I should have told you it was mortar."

Misfortune

The young lady left the fortune-teller crying. She had been told her father works hard for his living, probably shoveling coal and tending fires. And her father dead these past ten years.—Open Road Journal.

So Underhand, So to Speak

"I didn't mind the licking," sobbed the little chap, "but I thought it cowardly to do it behind my back!"—The Pathfinder.

Childish Criticism

Father, mother and the two youngsters were dinner guests of some friends. The hostess served a special dessert which she knew the little guests liked.

Martin looked at his dish and said to his mother:

"We fill ours fuller than this, don't we?"

Snip and Snap

Angry Employer (to Irishman who insisted on leaving his service)—

"Well, good-bye, Pat, and bad luck to you."

Pat—"Good luck to you, sir, and may neither of us be right."—Montreal Star.

A Familiar Odor

"Pop," said the banker's boy, "you took a day off today, didn't you?"

"Yes, son. How did you know?"

The boy's nose wrinkled up a little, and he said:

"You smell so golfy."—Railway Life.

Cause for Envy

Jimmie: "I wish I could be Tommy Trimble."

Mother: "Why? You are stronger than he is, you have a better home, more toys and more spending money."

Jimmie: "I know, but Tommy can wiggle his ears."

"Nuff Said"

Two children were discussing the breakfast.

"I had a nawful good breakfast," said Johnny.

"So did I," said Emmy Lou. "I had something especially nice that begins with 'n.'"

"A norange?" suggested Johnny.

"No."

"A napple?"

"No, it was a negg."—Exchange.

The Point

"Are you a tramp?"

"Well mum, I'd rather not discuss dat matter. De question is, kin I stop here to refuel?"

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Deans of Women and Girls

By Frank Pierrepont Graves

[Introduction to "Deans and Advisers of Women and Girls." By Anna Eloise Pierce. Published by Professional and Technical Press. 420 Lexington Avenue, New York City.]

There is probably no position in the modern high school or college more important or more misunderstood than that of dean of girls or dean of women. No other official bears quite such intimate relations to the entire life of the women students, or has the same opportunity to influence them. It is to the dean of women that the girls should naturally go for advice in all their work. She should help them in selecting their courses, and her aid should be sought when they have difficulties with their studies. She should know how to sympathize in times of sickness or trouble. To her the young women should feel impelled to pour out their joys and sorrows, their perplexities, hopes, and aspirations.

But while her office calls upon her to act as philosopher, guide and friend, these relationships should be official without being officious. She must be wise and strict, but at the same time sympathetic and tactful. Once she loses the confidence of the students, her usefulness is very largely over. On the other hand, though she must be ever youthful and able to appreciate the student point of view, she should never appear undignified or gay. In spirit she is expected to be as bright and buoyant as the sunshine, but in substance as old and stable as the hills. Successful deans of women are those who have learned to be "all things to all men" and "as wise as serpents and harmless as doves" but have yet remained direct, sincere, and characterful. They are anomalies in the academic world. They should have the greatest possible control over the women students; but they are likewise obliged to secure their results with little or no specific legislation or delegation of power and largely through the good will of their charges.

For this reason probably no other post—not even the presidency—is more difficult to fill. The deanship of women seems at times to require almost a super-human combination of qualities. Owing, however, to the comparative newness of the office, especially in the East, and the consequent ignorance of its requirements, boards and presidents have frequently made a selection with far less consideration than they would give to the choice of an instructor. Such a policy has often played havoc with the institution. Women have sometimes been chosen for the position who were human icebergs or less interested in girls than they were in Sanskrit on the one hand or bridge on the other. Occasionally others have been selected without qualifications save a fancied influence with people in high society. Worst of all, some women well past middle life have been elected to this office when they had practically never had any experience with administration, and their acquaintance with the life and interests of the modern student was but slight. They belonged to another world and to a different generation. Probably in no other field have so many ghastly errors been made or so much of the scholastic wayside strewn with wreckage. The college or high school is to be congratulated that has been able to secure and to hold a satisfactory incumbent in this place.

Is it not high time, then, that a careful job analysis and a broad and detailed discussion of the many sides to this important and vexing problem should be made? Surely we can no longer afford to leap in the dark. Such a book as Dean Pierce has produced should go far in working out our academic salvation. She has analyzed and tabulated the abilities, qualifications, activities, and responsibilities that pertain to the office of dean of women both in high schools and in colleges. She has carefully discriminated between the duties in large schools and colleges and those in small, and shown what modifications will be necessary for an institution located in a small community as compared with that in a great city. The book also affords similar analyses and tabulations for every subdivision of a dean's work and for those of all her chief associates and assistants. It describes the history and the present status of the housing and all the interests, recreations, and needs of the woman student.

Undoubtedly the data and requirements of the deanship of women will be constantly changing as educational administration is gradually modified and becomes more and more of a science, but the scholastic world will always be indebted to this book for breaking the first path. Miss Pierce has modestly termed her work a "study," but as marking our first efforts in this direction it will ever be considered a classic.

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From Horses to Airplanes

The twelfth Earl of Derby had no suspicion that his name would some day be applied to races taking place in the air. In 1780 his lordship established the Derby, a race for three-year-old horses, at Epsom, near London; the race has been run annually ever since. Important races and contests in other lands have also been called Derbys. Now there are races such as only Pegasus, the winged horse, could take part in, if the Earl of Derby's original idea were to be maintained.

The Women's Air Derby, won not long ago by Mrs. Louise M. Thaden, of Pittsburgh, perpetuated the name of the British earl, though the fact was probably not guessed by any of the contestants. The course was 2,350 miles, sharply in contrast with the course of the original Derby, which, says Webster's New International Dictionary, has been, since 1872, one and one-half miles and twenty-nine yards long, and is not perfectly level. Nor was the course of the Women's Air Derby, geographically speaking, "perfectly level," for it took the flyers over the Rockies and across deserts and plains.

Meetings To Be Held

JUNE-JULY

28-July 4: American School Citizenship League, Mrs. Fannie Fern Andrews, 295 Commonwealth Avenue, Boston, Mass.; Columbus, Ohio.

28-July 4: National Education Association, Sec. J. W. Crabtree, 1201 16th Street, N. W., Washington, D. C.; Columbus, Ohio.

28-July 4: American Association to Promote the Teaching of Speech to the Deaf, Sec. H. M. McManaway, Virginia School for Deaf, Staunton, Virginia; Milwaukee, Wisconsin.

30-July 4: School Garden Association of America, President David A. Ward, Superintendent, Chester, Penn.; Columbus, Ohio.

OCTOBER

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

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